R E P O R T R E S U M E S

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THE PROJECT PLAN FOR DISTRIBUTIVE EDUCATION IN FLORIDA HIGH SCHOOLS.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

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DESCRIPTORS- *PROJECT TRAINING METHODS, *PROGRAM GUIDES, PROGRAM DEVELOPMENT, HIGH SCHOOLS, *CURRICULUM, *DISTRIBUTIVE EDUCATION, COOPERATIVE EDUCATION,

THE PURPOSE OF THIS DOCUMENT IS TO SERVE AS A GUIDE TO DISTRIBUTIVE EDUCATION PERSONNEL AND SCHOOL ADMINISTRATORS IN DEVELOPING AND IMPLEMENTING THE PROJECT PLAN OF TRAINING HIGH SCHOOL STUDENTS FOR CAREERS IN MARKETING AND DISTRIBUTION. THE PROJECT PLAN INVOLVES A REGULARLY SCHEDULED SERIES OF INDIVIDUALLY DESIGNED LEARNING ACTIVITIES THAT GIVE STUDENTS AN OPPORTUNITY TO APPLY THEORY IN PRACTICE WHILE DEVELOPING COMPETENCIES THROUGH PROJECTS RELATED TO THE DISTRIBUTIVE OCCUPATIONAL OBJECTIVES. IT EXTENDS CLASSROOM INSTRUCTION WITH A LABORATORY ENVIRONMENT. THE AREAS DISCUSSED ARE (1) PURPOSES AND NEED FOR THE PROGRAM, (2) COMPARISON OF COOPERATIVE AND PROJECT PLANS, (3) ANTICIPATED LEARNING OUTCOMES, (4) CURRICULUMS FOR DISTRIBUTIVE EDUCATION, (5) PRINCIPLES FOR DEVELOPING A PROJECT PLAN CURRICULUM, (6) OCCUPATIONAL COMPETENCIES REQUIRED FOR DISTRIBUTIVE EMPLOYMENT, (7) PROJECT METHOD AND TECHNIQUES OF INSTRUCTION, (8) PROCEDURES FOR DEVELOPING A PROJECT PLAN PROGRAM, (9) TYPES OF ORGANIZATIONAL PLANS, (10) ADVISORY COMMITTEES, (11) PROGRAM PERSONNEL, (12) FACILITIES, AND (13) CONDITIONS FOR A QUALITY PROGRAM. FORMS TO BE USED IN DEVELOPING THE PROGRAM ARE INCLUDED--STUDENT APPLICATION, SURVEY FOR A NEW PROGRAM, SURVEY OF DISTRIBUTIVE JOB OPPORTUNITIES, AND SURVEY OF STUDENT INTEREST IN DISTRIBUTIVE EDUCATION. (MM)

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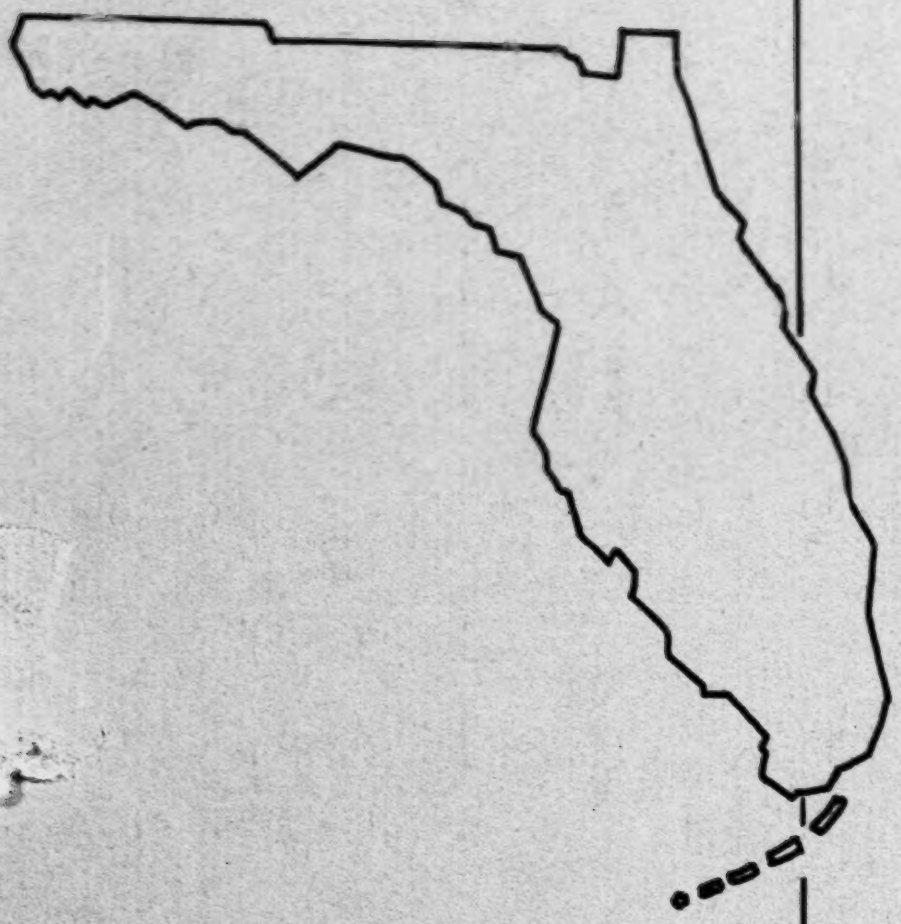

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THE PROJECT PLAN

FOR

DISTRIBUTIVE EDUCATION

IN

FLORIDA HIGH SCHOOLS .

THE STATE DEPARTMENT
OF EDUCATION

Floyd T Christian
State Superintendent

TALLAHASSEE, FLORIDA

VT 004620

PREFACE

This publication has been prepared to assist administrators and distributive education personnel in successfully establishing and operating programs in the rapidly expanding field of project distributive education in Florida high schools. The publication represents an expansion and further development of the Job Entry Curriculum, developed by Wendell G. Gingrich in 1965, then a student in distributive education at the University of South Florida.

Appreciation is expressed to the distributive education programs from a number of states and to the United States Office of Education, Division of Vocational and Technical Education for materials which have been included.

Also acknowledged are the services of Mrs. Kay Brown, former teacher-educator of distributive education at Richmond Professional Institute, Richmond, Virginia, who served as chief consultant for the special workshop committee which developed this publication at the University of South Florida in June, 1966. The efforts and contributions of the workshop members are sincerely appreciated.

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It is hoped that this guide will be helpful to distributive education personnel and school administrators in their job of preparing high school students for future careers in marketing and distribution through utilization and implementation of the project plan as an organizational pattern and method of instruction.

This guide was developed under the supervision of Miss Gail Trapnell, Curriculum Specialist for Distributive Education, State Department of Education.

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INTRODUCTION

Vocational Education Act of 1963

Before the passage of the Vocational Education Act of 1963 (Morse-Perkin's Bill: Public Law 83-210), Cooperative Distributive Education in Florida was a daily continuum of practical on-the-job training, specific study related to the job, and general study related to distributive businesses for those students sixteen years of age and older. Instruction, therefore, was limited to employed persons.

Public Law 88-210 revitalized this concept by providing that any amounts allotted (or apportioned) under such titles, Act, or Acts for distributive occupations may be used for vocational education for any person over fourteen years of age who has entered upon or is preparing to enter upon a distributive occupation, and such education need not be provided in part-time or evening schools, This statement indicates that it is possible to have a program, that for all practical purposes, could be called a total-in-school distributive education program, as the projects performed in the community would be directed and supervised by the school. Vocational distributive education may now be offered before employment, rather than coincide with employment.

The expanded distributive education program utilizes an organizational pattern referred to as the project plan. The project plan involves a regularly scheduled series of individually designed learning activities

that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.

This plan employs the project method of instruction rather than the cooperative method. The project method extends classroom instruction into a laboratory environment. The activities provided in the laboratory classroom may be individual or group projects which are directed towards the gainful employment of the student and/or towards the development of new levels of individual job performance.

Project Distributive Education as a Part of Vocational Education

Emphasis should be placed on the fact that project distributive education is a part of vocational education. Vocationally directed education differs from general education in that it is:

1. Job oriented. It endeavors to make students competent in skills, knowledge, and practices of the individual student's occupational objective.
2. Student oriented. The classroom is a place of instruction, where students participate individually or in large or small groups in various projects in the field of distribution. The individual student's many needs are of importance in vocational education.
3. Community conscious. The vocational education teacher must be aware of the needs of the community. His program should reflect those needs so that students, upon graduation, will have skills and competencies required by local businesses.

4. Flexible. Rigid schedules or teaching units are adjusted as necessary to meet the needs of the student. The organization should not be an obstacle to education. When dealing with human beings, certain interests are shown at various times. This interest is a motivating force for learning. In order to capitalize on this interest, plans must be flexible to permit necessary change.
5. Learning by doing. Participation activities, projects, laboratories, problem solving, and other similar activities are primary means to learning.
6. Broad in scope - and yet specialized. Individual study by the student constitutes the particulars of his specific career objective in the field of distribution. At the same time, however, general concepts applicable to the broad field of marketing and distribution are studied as well.

Purposes and Need for the Program

Since the project plan is an integral part of distributive education, its primary objective is to meet the needs of more students by providing learning experiences individualized according to occupational objectives and student differences.

The project method is designed to provide the following advantages and objectives:

For the Student:

1. Provides vocational education for more students and on an individual basis.
2. Combines obtaining business "know-how" with high school credit.
3. Increases sound principles, discoveries, and judgments before entering employment.
4. Fosters desirable work habits through social and business adjustments.
5. Directs the student's learning outcomes to the student's interests and career objectives.
6. Increases career development and job proficiency.
7. Develops understandings of the student's role in our society and economic system.

For the School:

1. Broadens educational opportunities to meet the needs of more students.
2. Offers distributive education where cooperative programs are not feasible.
3. Extends and improves existing cooperative distributive education programs because of its flexibility.
4. Promotes cooperation between business and schools by improving public relations.
5. Broadens curriculum in elective areas.

6. Qualifies for Federal funds.

For the Community:

1. Fosters participation in the national, state, and local effort to increase the proficiency of the nation's working force.
2. Aids in the development of responsible citizens and stimulates community growth.
3. Assists in educating personnel to meet the employers' needs and requirements, which, in turn, improves the local economy.
4. Discovers new areas of cooperation with the local school system.

As the distributive occupations encompass 50 per cent of all the jobs in the nation, the present demand for trained personnel in these occupations is increasing rapidly. The demand will be even greater in the future.

Distributive education helps to meet this great need. With the project plan, many more students will have the opportunity to be trained for careers in distribution. The project plan is especially designed for the following groups of students:

1. Students living in geographical or economic areas where part-time employment is scarce or not available, thereby precluding the establishment of a cooperative program.

2. Students unable to be in the cooperative distributive education program because of home conditions, conflicting schedules in the school, and/or those whose handicaps prevent them from having the personal employability requisite to part-time employment at the time of enrollment.
3. Students planning to enter the cooperative distributive education program but who desire and need preparatory instruction prior to enrollment.
4. Students, particularly college-bound students, who want distributive education knowledge, but whose schedules are limited in elective subjects.
5. Students fourteen years of age and older whose distributive occupational objective is real, but not primary at the time of counseling, and who desire to sharpen this objective through a basic job curriculum in distributive education.

Comparison of Cooperative and Project Plans in Distributive Education

For a better understanding of the project plan, a comparison between it and the cooperative plan should prove helpful.

Similarities

1. Both include school approval and involvement in vocational learning experiences.

2. Both have clearly defined instructional goals with the major goal being preparation for gainful employment in a distributive occupation, according to individual career goals.
3. Both provide credit recognition for progress and proficiency in the vocational learning experiences of either project or cooperative training.
4. Both provide adequate time needed by the teacher-coordinator to relate classroom instruction to either project or cooperative training.
5. Both provide adequate time needed for student participation in either project or cooperative training.
6. The learning experiences of both project and cooperative training are related to the student's occupational objective.
7. Individual project training plans or individual cooperative training plans are recommended for both.
8. Both involve some occupational experience. (It is the primary avenue for the vocational approach in the cooperative plan.)
9. Both are enriched and supplemented by DECA chapter activities which provide an opportunity for students to demonstrate and refine the competencies needed in distributive employment.
10. Both are plans of vocational instruction to assure application to employment requirements.
11. For both, teaching techniques utilizing student participation enable the coordinator to relate classroom instruction to either project or cooperative training.

Differences

1. Greater school involvement and responsibility in the project plan.
2. Greater necessity for the individual training plan in the project plan. These plans are used to document the projects assigned to and completed by the students.
3. Occupational experience is the primary avenue of vocational application in the cooperative plan. It is one type of project in the project plan.
4. DECA chapter activities serve additionally in the project method as types of projects.

Anticipated Learning Outcomes

The merits of any education program are measured, in part, by the degree of constructive and desirable change in the student's character and attitude, plus the amount of increased proficiency of his manual and mental skills and knowledge. Measuring knowledge is a difficult undertaking at best, but it has been demonstrated, especially in vocational education, that sound objectives and a carefully planned program to accomplish specific learning outcomes, make the task of evaluation easier and more meaningful.

What, then, are the anticipated learning outcomes of project distributive education? There are four basic areas of competencies which should be mastered:

1. Competency in marketing, including competency in economic concepts
2. Competency in social skills
3. Competency in basic skills
4. Competency in a technology (product or service)

These four competency areas represent the performance standards for employability in a particular distributive occupation. The degree of instruction in each area varies in depth according to the level of the job objective to be served.

It is also intended that the project plan will accomplish for each student, learning outcomes comparable to those which are accomplished in the cooperative plan. These include:

1. Understanding of how distributive occupations support a healthy economy.
2. Integration of theory and practice.
3. Appreciation of the meaning of work to an individual.
4. Evaluation of aptitudes and abilities in connection with job situations.
5. Maturity in vocational information and occupational choice.
6. Constructive relationships with mixed age groups.
7. Greater confidence in one's own judgments.
8. Acceptance of responsibility for one's own efforts.

Summary

Since the project plan is an extension of distributive education, it provides many of the same opportunities as cooperative distributive education programs. Graduates of project and cooperative distributive education may seek full-time employment, enroll in junior college distributive education (Mid-Management) programs, or gain full-time employment supplemented by adult distributive education courses.

The essence of the project plan is that it is vocational education and encourages vocationally-centered learning. Individual as well as group projects will be directed towards the gainful employment of the individual and advancement in his chosen occupational field. The success of the project plan in distributive education is dependent upon the utilization of the vocational approach in all aspects of the program.

The field of distribution is demanding highly trained people. Expansion of this field will be more pronounced as further mechanization, automation, and future implementations are utilized. Project distributive education, as part of the vocational education, will aid students in preparing for this expanding field and for their life goals.

CURRICULUM

Curriculums for Distributive Education Programs

At the secondary level, preparatory instruction is organized for two levels of development: basic job and career development job.

The basic job curriculum emphasizes fundamental techniques in sales and sales-supporting services; essential marketing concepts, qualifying social competencies, and basic skills in computations and communications. The primary purpose of this curriculum is to prepare the student for the elementary or basic level distributive occupations, involving minimal employment responsibility. The basic job curriculum utilizes the project plan of instruction, and may be offered in secondary schools and/or vocational training facilities.

The career development job curriculum emphasizes the functions of marketing, merchandising, and management within the discipline of distribution. The major purpose is to prepare students for the career development job level, which involves competencies and responsibilities beyond those required for the basic job level and less advanced than those needed by a specialist in distribution. This curriculum may utilize either the project or cooperative plan of instruction, and may be offered in secondary schools, junior colleges, and/or vocational training facilities.

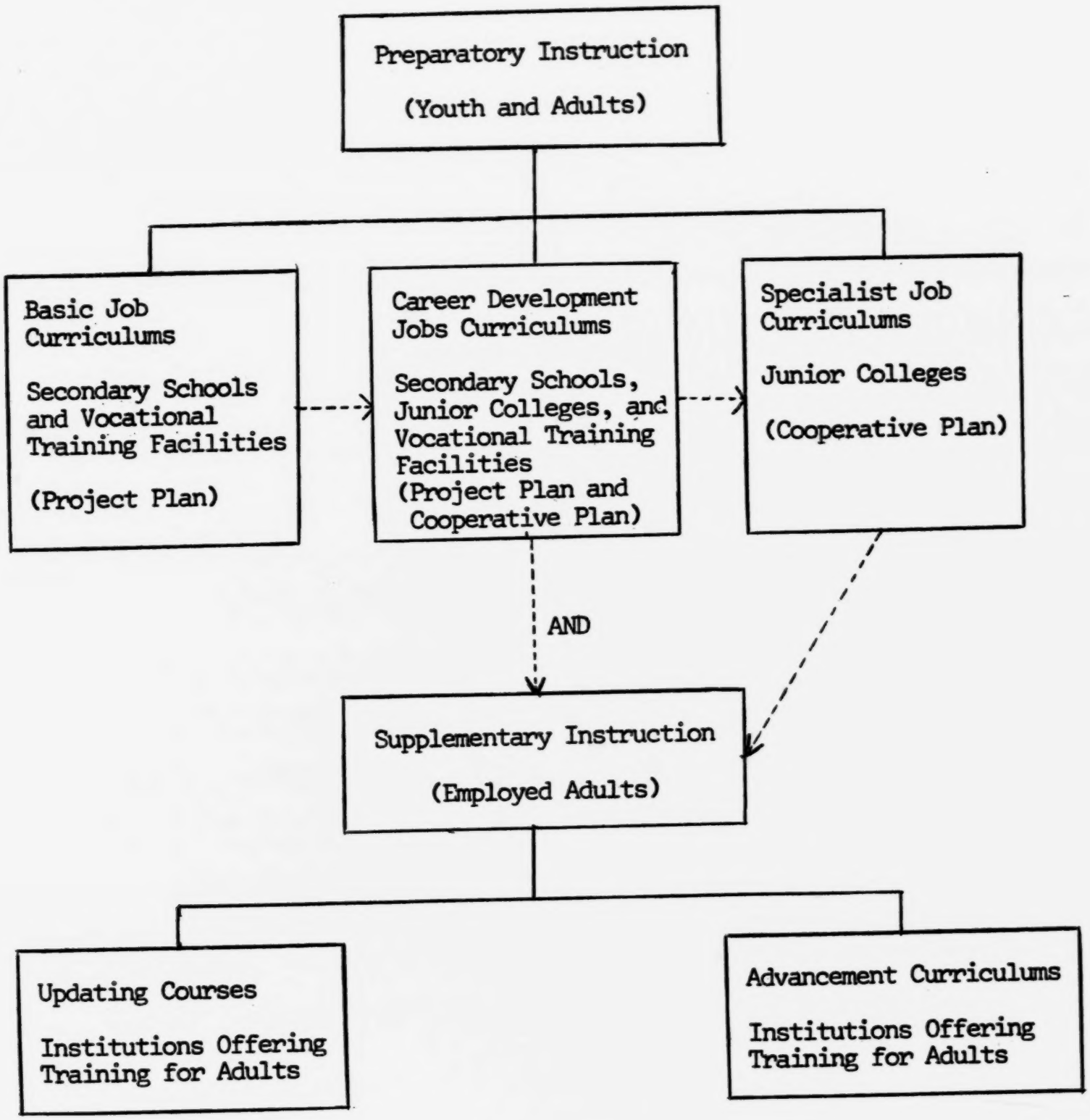
Graduates of the career development curriculum may then advance to the specialist job curriculum which is offered in the junior colleges. This curriculum emphasizes specific functions, product areas or service fields at mid-levels of employment responsibility. The major purpose is to prepare students for distributive specializations in functions, product areas, or service fields.

In addition to the preparatory curriculums, vocational education in marketing and distribution is provided in supplementary programs on a part-time basis for adults who wish to refresh and update competencies needed in their employment, and/or for those who seek new and specialized competencies necessary to continuing employment or advancement in responsibility.

Each of these curriculums is correlated with the various job levels to assure a progression of learning and a continuity of purpose. The illustration on the following page depicts this progression.

ORGANIZATION OF

THE DISTRIBUTIVE EDUCATION PROGRAM



Principles for Development of a Project Plan Curriculum

The manner in which the instructional areas are applied to a particular curriculum is dependent upon such factors as students' job goals, the purpose of the curriculum, where the curriculum is available, the method of instruction, and the sequence of training available in a school or community. These factors suggest the following principles for development of a preparatory curriculum:

1. The curriculum should be identified with the trainees' occupational objectives.

2. The curriculum should be planned so that the proportion of time devoted to the various areas of instruction is related to the competencies required for the particular job level - basic jobs, career development jobs, or specialist jobs.

3. The curriculum should be consistent with the type of school in which it is located -- comprehensive or technical high school; junior college, technical, or area vocational school; or other vocational training facility.

4. The curriculum should be planned in relation to the total sequence of job preparation available to students in the school, community, area, or state so that students may participate in a continuum of training involving advancement through the areas of instruction.

Occupational Competencies Required for Distributive Employment

In order to qualify for employment opportunities in distribution, it is necessary that the person possess specific competencies. These occupational competencies provide the bases for curricula development in distribution and may be enumerated as follows:

1. Social competency. A person engaged in distribution has a set of personal characteristics which are vocationally relevant. Distribution is characterized as being people-oriented, not machine-oriented and as such human relationships are of paramount importance. Personal appearance, traits, and attitudes comprise this social competency which becomes a qualifying factor in employment.

2. Basic skill competency. The person engaged in distribution makes constant application of the basic skills of communications and mathematics to his employment situation. The whole field of distribution revolves around communications. This fact places a premium on one's facility with these tool subjects as a basis for employment in distribution.

3. Technology competency. One engaged in distribution is intimately associated with a specialty, typically a product or service. The degree of success is dependent upon the knowledge he possesses of this specialty which, in view of the growing complexity of products and services being produced in the economy, is referred to as his technology. A functioning knowledge of this technology, whether it be furniture, insurance, fabrics, automobiles, petroleum or data processing equipment becomes the focal point upon which other knowledges and skills are applied.

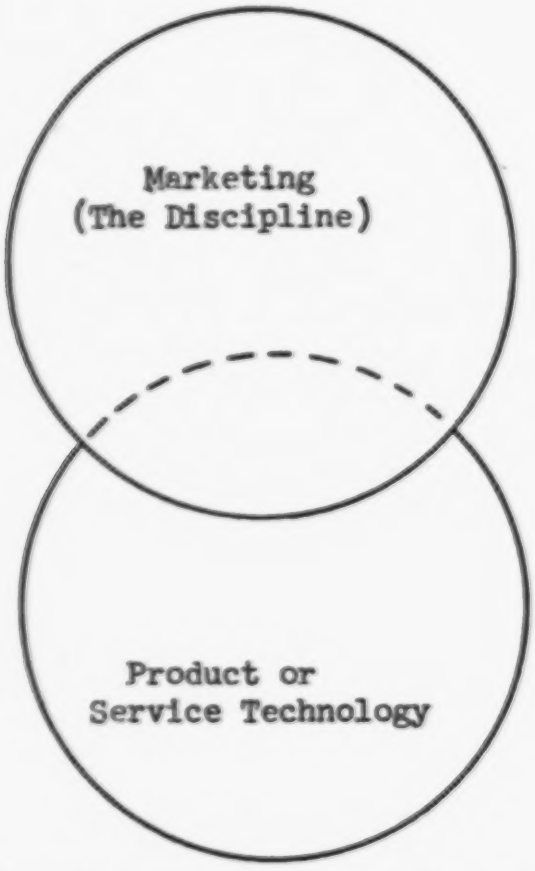
4. Marketing competency. The person engaged in distribution has demonstrated accomplishment in the performance of one or more of the functions of distribution, which are, in summarized form, selling, sales promotion, buying, operations, market research, and management. While the immediate job responsibility is generally centered on one of these functions, an accomplished worker has understandings and appreciations of all the functions operating within the business enterprise. Out of these functions and supplemental understandings about distribution come the body of knowledge which we call the discipline of distribution.*

These competencies constitute the basis for the areas of instruction, each of which is interrelated with each other. These interrelationships are depicted in graphic form on the following pages.

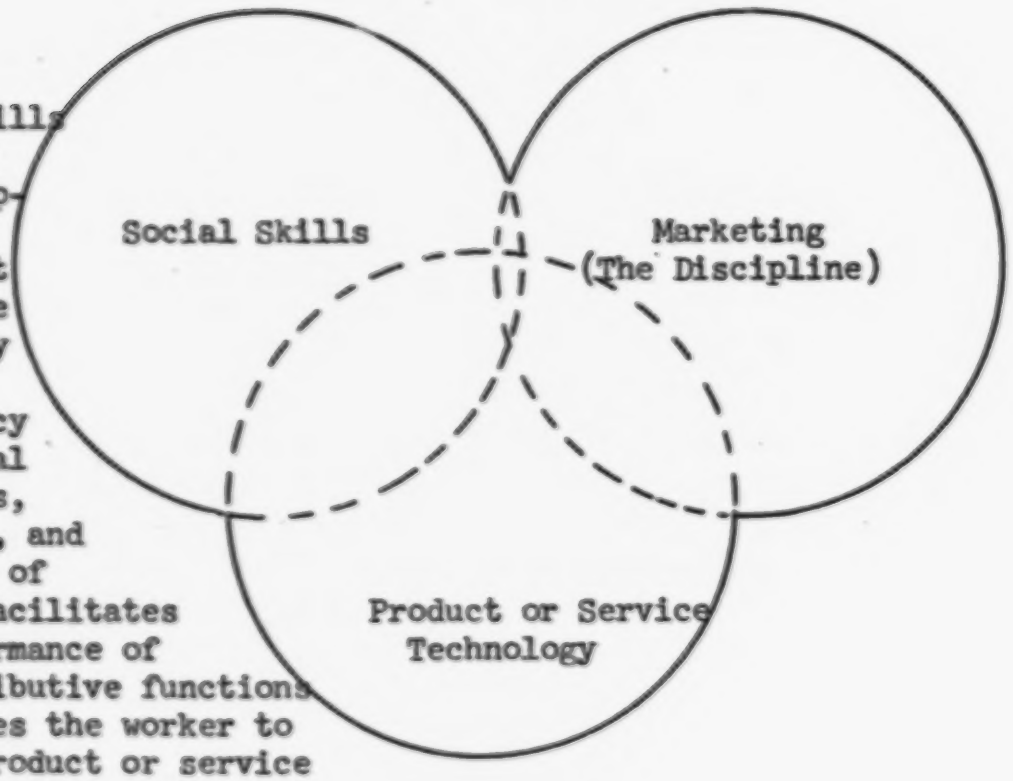
*Edwin L. Nelson, Bases for Curricula Development in Distribution, speech presented to National Clinic on Distributive Education, October, 1963.

COMPETENCIES AND THEIR INTERRELATIONSHIPS

Marketing, the discipline, is the specialized subject matter unique to vocational instruction in distributive and marketing. It is the body of knowledge common to all distributive occupations.

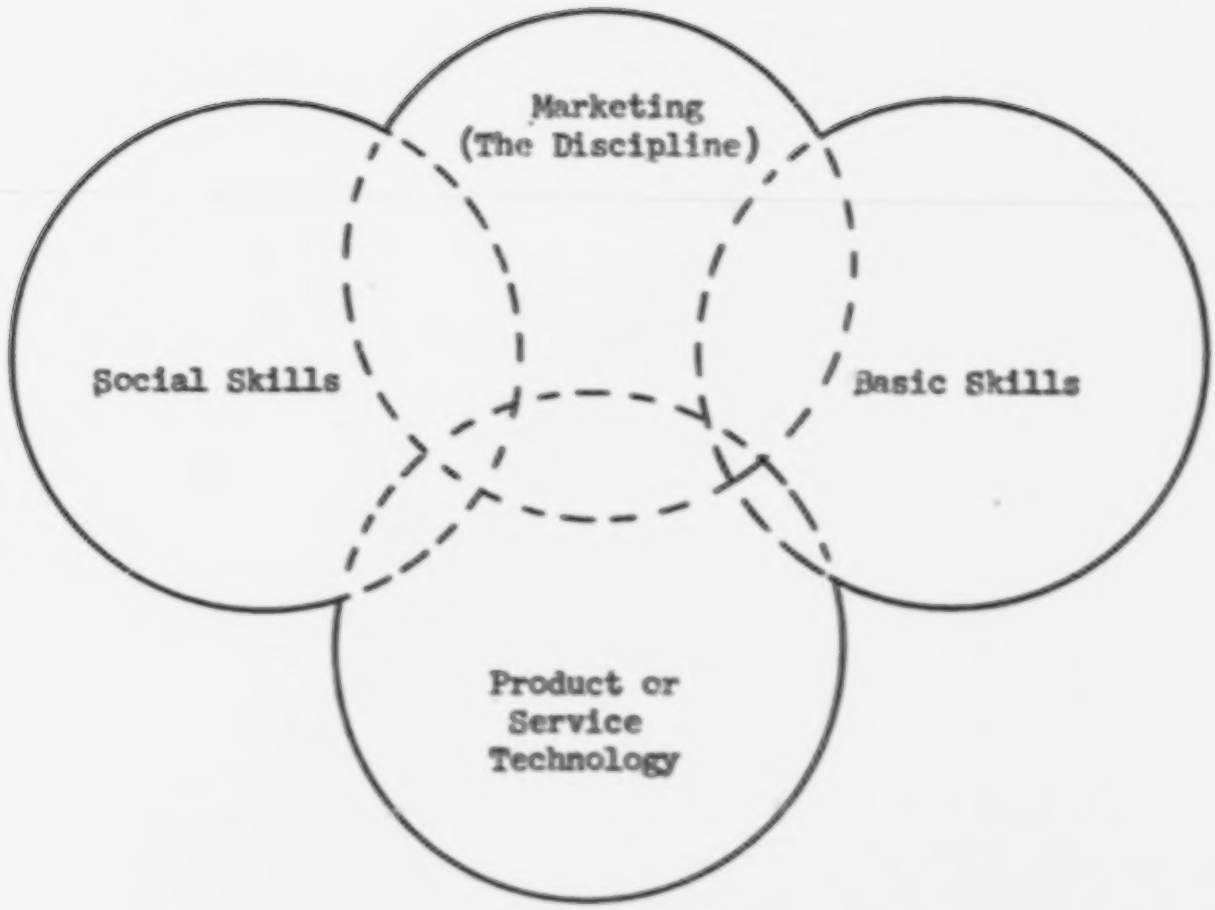


Product or Service Technology relates to the discipline in that the focal point in the performance of the distributive functions is the product or service.



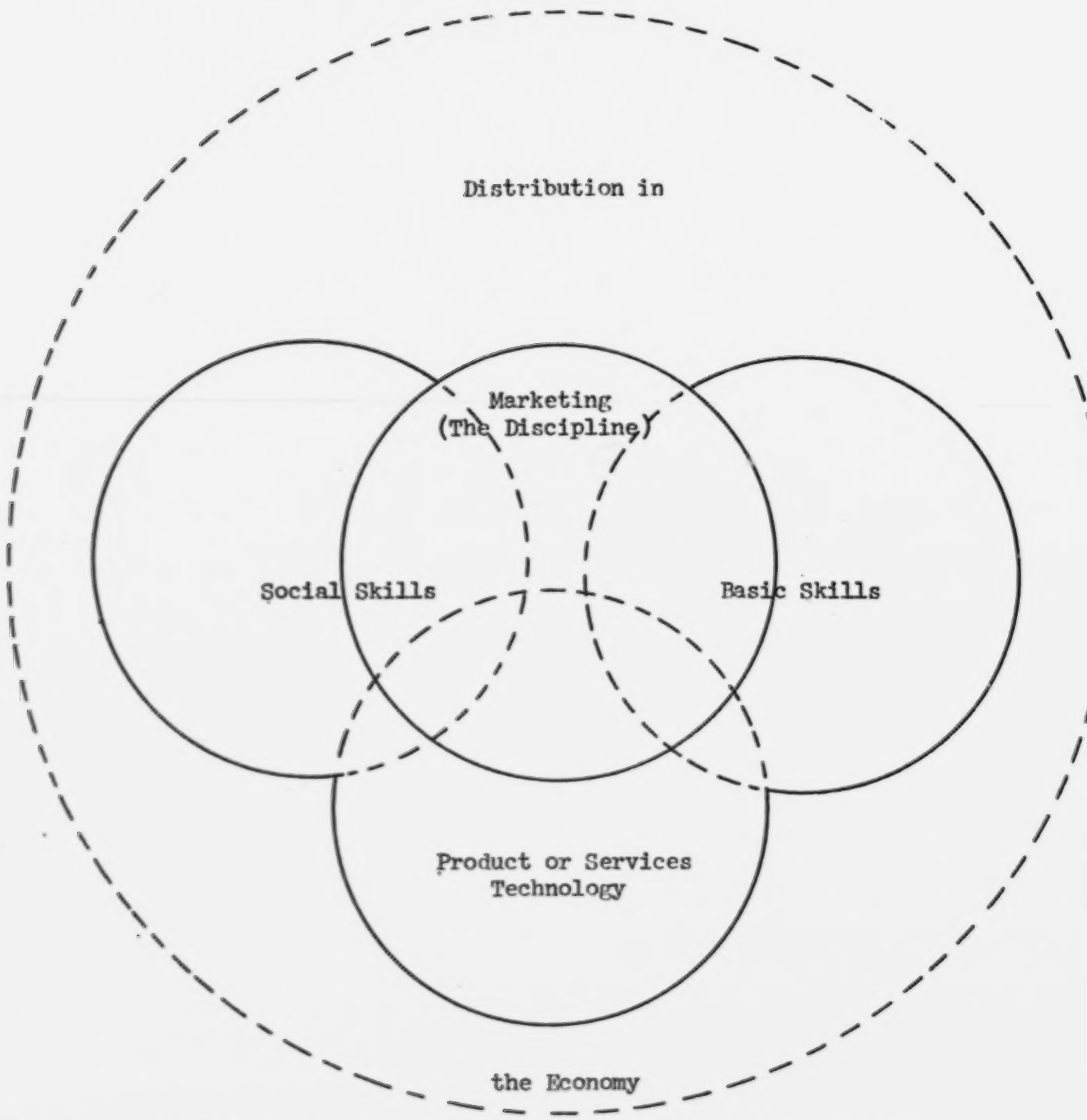
Social Skills relate to the discipline and to Product or Service Technology in that proficiency in personal attributes, attitudes, and standards of service facilitates the performance of the distributive functions and enables the worker to use his product or service knowledge and techniques effectively.

COMPETENCIES AND THEIR INTERRELATIONSHIPS
(Continued)



Basic skills relate to the discipline, Product or Service Technology, and Social Skills in that one engaged in distribution must make constant application of the basic skills of communications and mathematics in performing the marketing functions, in using product or service knowledge and techniques, and in demonstrating proficiency in social skills.

COMPENTENCIES AND THEIR INTERRELATIONSHIPS
(Continued)



Distribution in the Economy relates to the discipline, Product or Service Technology, Social Skills, and Basic Skills in that economic understandings serve as bases for decisions concerning distributive functions and the product or service; and those understandings provide motivation for the worker to apply his social and basic skills.

Six major units of instruction are included in each curriculum in order to develop these competencies. The six units of instruction include: (1) orientation, (2) merchandising, (3) marketing distribution in our economy, (4) organization, location, and finance, (5) management, (6) evaluation and career opportunities in marketing and distribution.

These areas of study are arranged in a sequential order, whereby a progression of learning continues through all levels of instruction. The term "progression of learning" classifies the curriculum according to a plan for continuous student development brought about by increasing the extent and depth of instruction through advancing stages.*

In developing these areas of study whereby a progression of learning is maintained, attention and emphasis is given to "what is it" in the Basic Job Curriculum; "how to do it" in the first year of the Career Development Curriculum and "why" in the second year of the Career Development Curriculum.

This progression is developed as vocationally oriented students are initially interested in the "what" and "how" of a subject. Their interest in the "why" of that subject is then developed after the students feel a personal sense of involvement through performance of job oriented activities and projects.

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*Vivian King Ely, "Development of an Expanded Distributive Education Curriculum Concept in Virginia High Schools," Business Education Forum, April, 1966.

The curriculum outline for each level of instruction is organized to encompass thirty weeks of each school year. This allows two weeks for testing and other school activities, and four weeks for the inclusion of additional units of instruction which the teacher-coordinator may deem appropriate for that particular class.*

The Project Method and Techniques of Instruction

The project method is defined as the "coordination of classroom instruction with a series of individually selected activities or projects related to students' occupational objectives." This method extends classroom instruction into a laboratory environment. The activities provided in the laboratory are used to enrich and implement the understandings and skills developed during the regular classroom sessions.

Learning experiences are individualized according to the occupational objective and needs of each student. To qualify for admission into the program, the student must have a career objective in the field of marketing and distribution. Initially, this may be a vague field of interest, but as he progresses through the program, this interest and objective becomes more sharply defined. To enable the student to sharpen this interest, a series of individually selected learning experiences is planned in order that he may progress to the level of competencies required by his occupational goal.

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*For further information concerning the curriculum outlines, contact the State Supervisor, Distributive Education, State Department of Education, Tallahassee, Florida.

"The project method in action, then, helps each student maintain his motivation, personalize the integration of theory and practice, and develop himself according to his potential for his occupational objective."

The project method gives the teacher-coordinator direct control of the pace and nature of laboratory activities assigned individual students. Unlike the cooperative situation, where the student is employed and his training supervised by a department head or manager, the project laboratory relies upon the teacher-coordinator to plan and supervise trainee participation experiences. The teacher-coordinator assumes the role of training sponsor. He represents a future employer as he provides learning activities that increase the productivity potential of his trainee."*

These learning activities take the form of projects. A project is an assigned student activity of relatively short duration in which the student, using directed techniques, is influenced to become familiar with a specific facet of a distributive occupation or activity. Successful completion of a series of projects enables the student to assimilate vicariously the knowledge, understandings, and a measure of the skills of his chosen distributive occupation.

Individual project training records are used to document the projects assigned to and completed by the students. These records are comparable to the training plan or training profile used in cooperative training.

The teacher-coordinator, in cooperation with the student, businessmen, guidance counselors, parents, and other teachers, plans project assignments

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*Mary V. Marks, The Project Method in Action, a speech presented to a meeting of the National Association of Distributive Education Teachers, December, 1965, Miami, Florida.

appropriate for the student at the level of his occupational objective. Included in the assignment should be the purpose or objective of the assignment, a description of the project and what the student is supposed to do, the time span allowed for completion, and an evaluation made by the student and the teacher-coordinator. An illustration of a project training record is given on the following page.

PROJECT TRAINING RECORD

Student Participation Activities

Name of Student_____ Occupational Objective_____

Project Objective_____ Curriculum Unit_____

I. Project Description

II. Dates
A. Assignment Dates_____
B. Performance Dates

	Task	Date
1.		
2.		
3.		
4.		
5.		

C. Individual Progress Reports (Attached)
D. Student Final Report _____
Date

III. Summary (Student Comments)

IV. Teacher Evaluation and Comments

It is suggested that each project involve one or more of the following categories or classifications of projects which will be completed during a regularly scheduled period of time.

Classification of Projects

A. Directed Observation

1. Viewing selected films and televised programs
2. Street or floor counts
3. Trade exhibits and museum visits
4. Non-paid schedules of "over-the-shoulder" observations of personnel in distributive occupations in the employment situation
5. Trips with management representatives to resources (Preferably those in close proximity)
6. Customer calls with sales representatives or with delivery services
7. Attendance at shows and sales rallies
8. Attendance at Distributive Education Clubs of America district or State competitions

For example, one project of a student with a career development objective in general merchandise might be to observe the coordination of sales promotion activities in relation to newspaper advertisements, interior and window display, stock arrangement and quantity, personal selling staff, and department traffic. A student planning a career in home furnishings might be assigned to a project to observe in a shop specializing in re-upholstering and furniture refinishing in order to gain an understanding of woods and fabrics.

B. Analysis and Evaluation (of appropriate situations and materials)

1. Case studies
2. Creative marketing problems
3. Interviews and surveys
4. Trade journal reading
5. Listening to tapes and records
6. Comparing profit and loss statements
7. Business games

For example, a student whose occupational objective is a basic job in a gasoline service station might conduct a survey of selling effort in relation to products maintained on the shelves of station offices. The project objective could be to develop the ability to recognize slow turnover items, or to develop awareness of suggestions that close the gap between car service and product availability.

C. Discussion - small group projects

1. Panel presentations and discussions
2. Buzz sessions
3. Committee work
4. Conference discussions
5. Brainstorming

A group of students preparing for the grocery field might undertake a project related to self-selection, present their findings in oral reports, and lead a group discussion focusing on management decisions about customer traffic patterns, shopping convenience, automation, pilferage, and suggestion sales. Students needing to gain facility in communications might be assigned projects utilizing buzz groupings to discuss such topics

as characteristics of the trade area, customer differences, product values in relation to the standard of living, wage payment plans, uses of credit, and job ethics.

D. Practice

1. Review of arithmetical processes
2. Role playing job incidents with playback by a recording device
3. Completing programmed materials developed in cooperation with trade associations or training departments of distributive organizations
4. Role playing decision-making by means of business games
5. Participating in employment interviews
6. Independent study in a product area

A student with limited social skills might be given a project involving interviews with members of the advisory committee and thus develop his ease in adapting to others. Another student with a job objective in food service might be given practice projects in memorizing prices or suggesting entrees.

In developing project assignments for the individual student, the teacher-coordinator must be sure that the project is appropriate for that student's particular level of preparation and occupational interest. The following is a suggested list of projects which may be used at various levels of preparation according to particular units of study.

A. Selling

1. 10th Grade - What is required in selling responsibilities?
   (Preparing a report for class of the differences between selling responsibilities of a self-service grocery employee and those of a salesperson in the special foods department of a department store)

2. 11th Grade - What is required in the sales process?
   (Viewing a film on handling objections and applying principles observed to the furniture business)

3. 12th Grade - What is required of the sales advisor?
   (Interview with a professional salesperson of high fashion clothing to determine what is involved in building a clientele.)

B. Sales Promotion

1. 10th Grade - What is required to participate in sales promotion activities?
   (Checking quantities of advertised merchandise in a stationery store)

2. 11th Grade - What is required to coordinate display with personal selling?
   (Preparing interior displays of sporting goods for a month and keeping salespeople informed on merchandise involved in displays and quantities on hand; involves arrangement with manager of sporting goods department)

3. 12th Grade - What is required to coordinate advertising with personal selling?
   (Suggesting special advertised service of a dry cleaning firm while working there on Saturdays and keeping a record of how many people bought the service and the sales increase as a result of the suggestion)

C. Buying

1. 10th Grade - What is required to support the buying process?
   (Participating in a physical inventory in a wholesale firm)

2. 11th Grade - What is required to implement buying activities?
   (Preparing a diagram of arrangement of hardware merchandise in advance of a physical inventory)

3. 12th Grade - What sources of information are available to assist in the buying process?
   (Reading Women's Wear Daily throughout the year and reporting on significant trends as influences of the buying decision)

D. Operations

1. 10th Grade - What is required to identify and use sales-supporting activities?
   (Receiving, checking, and marking the merchandise for the school book store)

2. 11th Grade - What is required to be discerning in the use of delivery, credit, gift wrapping and other customer services?
   (Spending a day with a delivery driver and preparing a report on factors such as number of C.O.D.'s, mileage, problems encountered, etc.)

3. 12th Grade - What is required to be discerning in the use of operations procedures, such as safety policies and obtaining merchandise from warehouse?
   (Determining safety features in a warehouse operation through an interview with a warehouse supervisor and a tour of the warehouse.)

E. Market Research

1. 10th Grade - What is required to recognize where improvements can be made?
   (Doing a traffic count in a supermarket during various periods of the day and week to determine peak periods)

2. 11th Grade - What is required to identify problems requiring research?
   (Attending a Retail Merchants Association meeting to determine areas of concern)

3. 12th Grade - What is required to study problems?
   (Studying a problem of concern to a hotel manager according to a systematic plan)

F. Management

1. 10th Grade - What is required to respond to management decisions?
   (Working at a service station to determine decisions of the petroleum company which are carried out by the local manager.)

2. 11th Grade - What is required to implement management policies and organizational decisions?
   (Participating in a panel discussion on the decision to remain open every night for a discount operation)

3. 12th Grade - What is required to implement management personnel and financing decisions?
   (Studying legislation affecting personnel decisions for a report to the class)

G. Product or Service Technology

1. 10th Grade - What is required in the manipulative skills of the technology?
   (Learning the stock system in a shoe store)

2. 11th Grade - What is required in the substantive knowledge of the technology?
   (Participating in beginning level programmed instruction in insurance information)

3. 12th Grade - What is required to intérpret the substantive knowledge of the technology to customers?
   (Preparing a fact-benefit analysis on an automobile to be incorporated into a merchandise presentation for a club meeting)

Other projects which may be adapted to particular levels of instruction include:

Social Behavior

Survey of other students to determine desirable qualities in others.

Individual student selects and interviews Personnel Director from a local firm to determine desirable employable traits.

Case studies by students

Psychology and Business Behavior

Show pictures of various people and ask students to write and describe their lives and occupations.

Importance of Distribution in our Economy

Have students make list of distributive jobs.

Research on Consumer Price Index; emphasis placed on factors that enter into computation

Research on gross national product:

What is it?

How is it used?

What factors compose GNP?

The Kinds of Distributive Businesses

Research in use of transportation in distributive occupations

Make a traffic count of a particular store location.

Determine feasibility of opening a new establishment.

Research on types of ownership (single owner, partnerships, etc.) of local stores in community

Kinds of Employment in Distribution

Interview local department store manager to determine training program within store.

Survey and report on documents used in shipping. (Bill of Lading, Purchase orders, invoices)

Survey and report on shipping techniques.

Determine how damage claims on damaged merchandise are filed.

Practice making change

Operate a cash register

Practice telephone selling

Direct observation of various salesmen - rate them

Direct observation of a master salesman

Work in school store

Listen to sale recordings

Use film viewer - sales films

Perform a sales demonstration - record for evaluation

Choose item of merchandise and list the selling features

Determine history, uses, manufacturing processes relating to specific product

How Distributive Businesses are Organized

Survey on equipment used in storing merchandise

Develop organization chart showing organizational patterns of a local store

Survey and describe how merchandise is sent from a local store's warehouse to the main store.

Visit operations personnel of a warehouse and determine safety precautions used in the warehouse. (Oral or written reports.)

Communications

Spelling "Bee" emphasizing business terms

Write business letter to a business firm asking for certain information.

Prepare and give a speech on career opportunities in a specialized field of marketing.

The Customer's Viewpoint in Selling

Visit store and interview customer service manager and list number of complaints received and how the store handles various complaints.

Descriptive report on nature of road service in department stores

- Schedule of service charges
- How department store gets credit for guaranteed products which are returned by customers

Make a survey of a Customer Service Department and determine whether they make a profit, a loss, or break-even.

Participate as a salesman in a fund raising campaign.

Advertising

Construct an advertisement.

Visit local advertising agency.

Research and compile terminology of advertising business.

Research purpose and use of color in advertising.

Research advertising type faces.

- Compile list
- Identify type face in local newspaper

Compile schedules of type sizes.

Write description of the "Life of an Advertisement."

Report on how an advertising circular is created.

Report on the processes used in creating a newspaper advertisement.

Interview advertising manager of a local distributive store and observe process of constructing an advertisement and how advertising is used and developed within the particular store.

Interview a local store representative and report on how special promotion plans are put into effect.

Survey and report on advertising media rates.

Merchandising Techniques

Merchandise manual

Packaging research

Describe "deluxing" techniques of appliances

Interview head shipper and determine how merchandise is prepared before it goes on sale.

Interview local representative to find information on control of maintenance of delivery trucks.

Planning Occupational Goals in Distribution

Interview three people in a chosen occupation

Determine:

Employable traits
Training requirements
Outlook for future
Current needs in organization
Experience required

Do text research in chosen occupation.

Securing Employment

Dress appropriately for a job interview.

Role play by practicing job interview techniques.

Fill out an actual employment application.

Send out applicant for application and interview by local business representative. Student should report back to class.

Compile Personal Data Sheet.

Write letter of application.

Self Evaluation and Critique

Write self-analysis

Abilities
How do you feel about your chosen profession?
How do you plan to reach your goal?

Critique of program

Comments about what was learned from program

The list presented below includes techniques or guidelines which may be used by the teacher-coordinator for classroom instruction.

Role playing

Guest speakers

Business games

Phonograph recordings

Demonstrations

Field trips

Conferences

Brainstorming

Case studies

Panel discussions

Films and film-strips

Use of audio-visual equipment

Although this list is by no means complete, it should serve as a "springboard" for ideas in developing and utilizing effective and stimulating techniques for instruction. The success and degree of effectiveness of any of these techniques and project assignments is dependent upon the enthusiasm and creativeness of the individual teacher-coordinator.

ORGANIZATION

The expansion of the distributive education program in existing schools and its extension into many new schools in urban and rural areas present administrative challenges which require imaginative attention. As described previously, the Vocational Education Act of 1963 lifted the restriction of required employment in distributive education programs, thus broadening the scope of the program to include individuals and schools formerly deprived of such vocational offerings.

Included in this section are guidelines for the organization and operation of distributive education programs which utilize the project plan as a method of instruction.

Procedures for Developing a Project Plan Distributive Education Program

The procedures for developing a project plan program in distributive education may be summarized as follows:

1. Analyze area employment data available from the employment service, trade associations, and local press. Further information may be obtained by conducting a community survey to determine opportunities for project training experiences after conferring with an advisory committee. The establishment of such a program should be based upon statistical evidence showing the immediate and projected needs for employment in distributive occupations and

mobility patterns of the population in the community or area served by the program. This principle is set forth in regulations governing expenditures under the Act which state:

> In establishing a program of vocational instruction, consideration will be given to the need and opportunity in the employment market for the occupational skills and knowledge for which instruction is being provided.

2. Conduct a student survey to determine the interests, needs, and abilities of prospective enrollees, utilizing:

   a. Student records
   b. Applications for admission to distributive education programs
   c. Advisory committee composed of school personnel
   d. Vocational guidance through individual conferences
   e. Conferences with parents
   f. Listing of categories of students to be served by the project plan program

Gathering and studying data about the school population will provide information required to implement a further provision of the regulations:

> In establishing a program of vocational instruction, consideration will be given to the interests, needs, and abilities of all persons in the community or area who have need for, desire, and can benefit from the instruction.

Eligibility for enrollment for the large majority of students should be based upon such factors as age, maturity, interests, general ability, specific aptitudes, physical condition, and work motivation.

Persons who have academic, socio-economic, or other handicaps which prevent them from succeeding in the cooperative distributive education program may require special grouping. Instruction for these students should strengthen weaknesses, identify cultural attributes, focus on known employment opportunities, and be flexible in permitting individual attention.

Full-time students whose occupational objectives involve limited knowledge and skills and for whom speed of preparation is important may be served best through separate grouping.

3. Submit through the county school superintendent's office the unit request form to the State Department of Education for the anticipated number of special vocational Minimum Foundation Units desired for project distributive education.

4. Make organizational decisions concerning:

   a. Job levels to be served
   b. Organizational pattern or patterns to be implemented
   c. Designation of curriculum offerings

5. Determine teacher personnel needs, including:

   a. Number and type of teachers
   b. Qualifications
   c. Responsibilities
   d. Schedules

6. Determine the pattern of student scheduling, considering:

   a. Flexibility in prerequisites
   b. Time arrangement for laboratory experiences and project training
   c. Level of school learners

7. Determine facilities and instructional materials needed.

8. Make budgetary decisions.

The budget should include provision for instructional materials, reference materials, needed classroom supplies, and funds for the program coordinator to attend at least one out-of-county meeting called by the State Department of Education each year. If funds are not provided through state or federal monies, local funds should be made available.

Types of Organizational Plans to be Available

Decisions concerning the organization of project plans should be based on such factors as:

1. Opportunity to serve a broader spectrum of students of high school age.
2. Availability of training to youths not yet 16 years of age.
3. Inadequate opportunities for paid, part-time employment continuing through the instruction period.
4. Less than minimum personal employability of prospective enrollees.
5. Requirements for graduation.
6. The nature of the job objective for which a specific curriculum has been prepared.

Preparatory instruction in marketing and distribution is offered on a full-time basis to prepare youth and adults over fourteen years of age for a distributive occupation. The program is organized according to

either cooperative or project plans. The values of the cooperative program have been demonstrated, and this plan of organization should be retained with priority in program development. Where the previously described conditions exist, however, it is desirable to provide both the cooperative and project plan programs in distributive education.

It is not a desirable practice to place both cooperative and project students in the same class. If this is unavoidable, the class should be organized according to the project plan. Regularly scheduled part-time employment then is considered a continuing project with multiple objectives, noted and evaluated on the project training record.

As stated previously, preparatory instruction includes a basic job curriculum and a career development curriculum at the secondary level. The basic job curriculum, referred to as PDE I, emphasizes fundamental techniques, essential marketing concepts, and basic skills to prepare the student for the elementary or basic level distributive occupations, involving minimal employment responsibility. This curriculum is only offered through the project plan of instruction.

The career development curriculum provides vocational instruction in marketing to prepare students for the career development job level, which involves competencies and responsibilities beyond those required for the basic job level and less advanced than those needed by a specialist in distribution. This curriculum may be offered either through the cooperative or project plans of instruction, and is, therefore, referred to as PDE II, or CDE I and CDE II.

The following is an outline of suggested patterns for program organization with course and period designations:

Pattern	Course Designation	Periods Per Day
Pattern I		
10th Grade Project	PDE I	1-2
11th Grade Cooperative	CDE I	1-2
12th Grade Cooperative	CDE II	1-2
Pattern II		
11th Grade Project	PDE I	1-2
12th Grade Cooperative	CDE I	1-2
Pattern III		
12th Grade Project	PDE I or PDE II	1-2
Pattern IV		
11th Grade Project	PDE I	1-2
12th Grade Project	PDE II	1-2

Project Distributive Education I (PDE I) is vocational instruction in distribution covering one school year. An average of one regular class period per day is provided in addition to a scheduled time or period for project training throughout the year. This time or period for project training may be scheduled either immediately following the regular class period, thereby

constituting a two-hour block, as the last class period of instruction of the school day or as one or two of the regularly scheduled periods of instruction per week. When two periods per day are designated for the program, one of these periods is thereby designated for classroom instruction and the other period for project training. The curriculum for PDE I is the "basic job curriculum."

Project Distributive Education II (PDE II) is vocational instruction covering one school year. An average of one regular class period per day and a scheduled period or time for project training is provided. The period or time for project training may be scheduled either immediately following the period of regular classroom instruction, as the last class period of the school day or as one or two of the regularly scheduled periods of instruction per week. The curriculum for PDE II is the "career development curriculum."

Cooperative Distributive Education I and II (CDE I and CDE II), is vocational instruction in distribution covering two school years. An average of one to two regular class periods per day is provided in addition to scheduled periods for cooperative training both years.* The curriculum is designated as the "career development curriculum." The units of study which comprise the curriculum for CDE I are, therefore, the same as the units of study comprising the curriculum for PDE II.

*For further information concerning the cooperative program, contact the State Department of Education, Tallahassee, Florida.

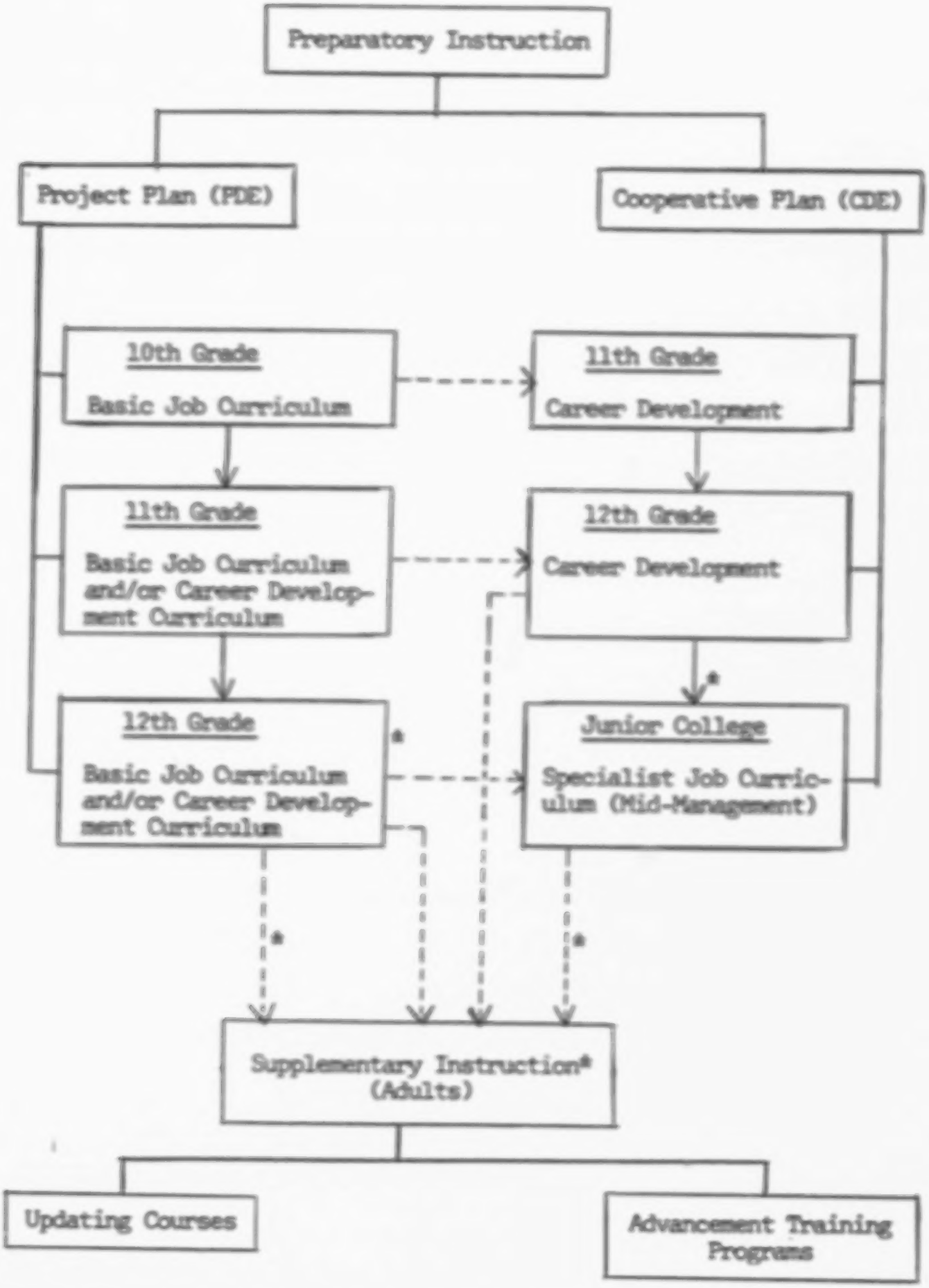
It should be noted that the curriculum for each level is complete within itself, and is, therfore, not necessarily prerequisite to a subsequent level of curriculum. The patterns presented represent the sequence of study usually required for the achievement of designated job level objectives.

These patterns of organization suggest a sequence of instruction designed to allow flexibility and are tailored to fit individual needs. Organizational decisions should be based upon the types of plans and patterns of scheduling which are adaptable to a particular school and which best meet the needs of the students and the purposes of the curriculums.

The chart on the following page depicts the over-all distributive education program in Florida and illustrates both direct and alternate lines of advancement or progression.

PROGRAM OF DISTRIBUTIVE EDUCATION IN FLORIDA

Curriculum Plan



*To senior college institution in pursuit of four-year degree or to full-time employment

____ Direct lines of advnacement; _ _ _ _ _ Alternate lines of advancement

Advisory Committees

The use of school personnel on advisory committees becomes increasingly important with the implementation of the project plan. Their contributions are particularly significant in planning projects of simulated occupational experience and in certain assignments involving practice and independent study.

The advisory services of distributive personnel are essential in identifying, implementing, and evaluating projects. Their assistance may make the difference between receiving cooperation in project training and being prevented from conducting meaningful projects. Distributive businessmen will need orientation concerning the role of the school and their own involvement in project training.

The advice of teachers and administrators, as well as distributive personnel, is needed in developing certain areas of instruction. It is possible to have an educational advisory committee and a distributive advisory group, or one committee composed of representatives from both fields.

Enrollment of students with career objectives in the same occupational area may be sufficiently large in a school to warrent specialized instruction for each group. If so, it may be desirable to appoint advisory committees to correspond with each occupational group.

Program Personnel

Qualifications

The effectiveness of the project plan program is directly dependent upon the qualifications of the teacher-coordinator. The quality of

instruction and its vocational direction require teacher-coordinators and instructional staffs capable by education and work experience to plan and individualize the subject matter. It is, therefore, recommended that project plan teacher-coordinators have the same qualifications as cooperative plan teacher-coordinators.

Responsibilities

The teacher-coordinator should work with the total school personnel as all other coordinators and faculty members. This involves attending faculty and departmental meetings, keeping accurate school records, participating in teacher and coordinator professional groups, working with community and civic groups, and contributing to professional organizations.

The teacher-coordinator should work with the guidance counselor and other faculty members in selecting students for the program, and to enable the students to determine their vocational objectives.

He should work closely with persons employed in distributive occupations, and seek their active participation and support in the established advisory committees.

As the program encompasses participation in the Distributive Education Clubs of America, the teacher-coordinator should assume the role of chapter sponsor in directing club activities.

Teacher Load and Schedule

Each project distributive education class should be limited to approximately fifteen to twenty students with a combineed teacher load

(total number of distributive education students) not to exceed approximately 45 to 50 students. The schedule of the teacher-coordinator should allow two to three hours in the afternoon to coordinate project training of the individual students in the program. A suggested schedule for the teacher-coordinator utilizing only the project method of instruction could include three periods of classroom instruction in distributive education (students grouped homogeneously and by year), a planning period, and two periods for coordination of project training.

In those schools which have on-going cooperative distributive education programs, the teacher-coordinator for this program may initiate a class of project distributive education should his schedule and student load permit. When student enrollments exceed a combined distributive education teaching load of approximately fifty students, consideration should be given to the employment of additional personnel. A suggested schedule for the teacher-coordinator utilizing both the project and cooperative methods of instruction could include one period for PDE, one period for first-year CDE students, one period for second year CDE students, one planning period, and two periods for coordination of project and cooperative training.

The employment contract of the project plan teacher-coordinator should be comparable in duration to that of the cooperative plan teacher-coordinator.

Facilities

The facilities designated for the project distributive education program should approximate those facilities provided for the cooperative distributive

education program, in that they should simulate business conditions as closely as possible.

The facilities should provide for the following kinds of classroom instructional activities: class discussions, individual, group and committee work, use of various types of audio-visual aids, preparing displays and exhibits, demonstrations, and role playing.

These activities suggest the need for the following types of equipment: conference tables and chairs, teacher desk and chair, speaker stand, portable chalk board, flannel board, overhead projector, cash register, sales counter, display case, bookcases and magazine racks, tape recorder, adding machine, film strip projector, and telephone.

As a considerable portion of the project training may be conducted in the classroom or laboratory, it is necessary that adequate facilities be provided.*

Conditions for a Quality Program

In accepting the project plan as an effective vocational approach to distributive education, three conditions for quality programs are essential:

*For further information concerning facilities planning, contact the Director for Business and Distributive Education, State Department of Education, Tallahassee, Florida.

1. Training plans showing participation activities for individual enrollees. Similar to on-the-job training plans agreed to by the employer and the teacher-coordinator of a cooperative training program, a training plan for participation activities should be made for each individual. These plans will be based on instructional objectives stated as learning outcomes, starting with each individual at his level of employability. They will provide a variety of selected learning experiences that will lead the individual through a series of achievement levels related to his occupational goal.
2. Adequate time for individual involvement in participation activities. Individually developed training plans require adequate time in the individual's schedule to permit involvement in participation activities. Time provided may vary according to the complexity of the activity.
3. Adequate time for coordination activities. The instructor must have time as part of the regular school day to develop and utilize community and school resources for occupationally directed learning experiences. Coordination as a technique for identifying and evaluating participation activities will need to be developed to a high degree.

APPENDIX

EXHIBIT I: GLOSSARY

Advancement curriculums	-	Supplementary instruction planned for long-range development of employed adults which emphasize those functions of marketing, merchandising, and management that enrich current employment qualifications or are necessary to qualify for a specific promotional opportunity; divided into short units so that attendance may be adjusted according to individual employment schedules.
Areas of instruction	-	Classification of instructional areas in the preparatory curriculum identified with competencies needed in distributive employment: marketing, product or service technology, social skills, applied mathematics and English, and economic understandings.
Basic job curriculums	-	Types of curriculums which prepare students for elementary or basic distributive occupations, involving minimal employment responsibility, and emphasize fundamental techniques in sales and sales-supporting services, simple marketing concepts, qualifying social competencies, and basic skills in computations and communications.
Career development job curriculums	-	Types of curriculums which prepare students for career development jobs, involving competencies and responsibilities necessary for self-direction, and emphasize the functions of marketing, merchandising, and management within the discipline of distribution.

Club activities	-	Program of work of the Distributive Education Clubs of America which provide opportunities to demonstrate and to refine the competencies required in employment.
Control class	-	An arrangement for group instruction in which all areas of appropriate subject matter are provided, and a review is given of experiences which will be extended in on-the-job training or project training. Teaching and learning in this class are vocationally directed and supported by teaching techniques utilizing student participation and by co-curricular activities of DECA.
Cooperative method	-	Coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective.
Cooperative plan	-	Organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing competencies through training on a job related to their distributive occupational objective.
Cooperative training	-	Learning experiences encountered in on-the-job instruction and application during regular part-time employment.
Coordination	-	A combination of activities having administrative, organizational, and instructional goals.
DECA	-	Distributive Education Clubs of America, a youth organization providing a program of work which complements and enriches distributive curriculums.

Distribution	-	The second step in a series of economic processes which bring goods and services from those who make them to those who use them; includes all the methods by which goods are sent from producers to consumers.
Distributive education	-	A program of vocational instruction in distribution and marketing designed to qualify those enrolled for gainful employment in distributive occupations or in occupations in which a distributive function appears, according to their individual occupational objectives; a vocational program offering instruction in marketing, merchandising, and related management to full-time or part-time students; includes preparatory and supplementary instruction.
Distributive occupation	-	An occupation that is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments, such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.
Marketing	-	The performance of business activities which help determine the need, demand, and design for a product or service, and the activities which direct the flow of goods and services from producer to consumer.
Occupational mix	-	Tendency for a specific occupation to require competencies which overlap normally accepted areas of vocational education.

Occupational objective	-	A specific recognized occupation or cluster of closely related occupations in distribution, selected by the student, the attainment of which is the purpose for his vocational instruction in distribution and marketing.
Preparatory instruction	-	Pre-employment instruction in distribution and marketing generally provided on a full-time basis to prepare youth and adults over fourteen years of age for distributive employment in classes organized under the cooperative plan or the project plan.
Project	-	Any significant, practical learning activity that has a behaviorial objective related to an individual's distributive occupational goal and is to be accomplished in a specified length of time.
Project method	-	Coordination of classroom instruction with a series of individually designed learning activities or projects related to students' occupational objectives.
Project plan	-	Organizational pattern for preparatory instruction which involves a regularly scheduled series of individually designed learning activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.
Project training	-	Learning experiences involved in carrying out projects related to individual occupational goals.
Specialist job curriculums	-	Types of curriculums which prepare students for distributive specializations in functions, product areas, or service fields involving leadership competencies and management responsibilities in relation to personnel, profits, and merchandise or service.

Supplementary instruction - Vocational instruction in distribution and marketing generally provided on a part-time basis for employed adults wishing to refresh, update, or upgrade competencies needed in their employment and for those seeking new and specialized competencies necessary to continuing employment or advancement in responsibility; includes updating courses and advancement curriculums; offered in short-term units and in certificate curriculums for employed adults who attend day or evening classes generally on a part-time schedule.

Teacher-coordinator - Distributive education teacher who is responsible for vocationally directed teaching in the classroom and the application of instruction to employment requirements through the cooperative method or the project method; duties may include operational activities, such as community relations, publicity, counseling, curriculum planning, and organization for instruction; a member of the school staff who teaches distributive and related subject matter to students preparing for employment, coordinates classroom instruction with on-the-job training or individually designed learning activities, and is responsible for administering the school's program, including the sponsorship of the local chapter of the Distributive Education Clubs of America.

Updating courses - Supplementary instruction emphasizing current practices in the employment situation of adults; courses may be part of an advancement curriculum but usually are more limited in purpose; units of instruction are of a length appropriate to part-time study.

EXHIBIT II: STUDENT APPLICATION FOR PROJECT DISTRIBUTIVE EDUCATION

Personal Information

_____ _____
Name Date

_____ _____
Home Address Phone

Explain any physical handicaps, such as weak eyes, poor hearing, etc.

_____

_____

_____ _____
Family Doctor Present Homeroom Teacher and Room No.

_____ _____ _____ _____
Date of Birth Height Weight General Health

_____ _____ _____
Father's Name Occupation Where Working

_____ _____ _____
Mother's Name Occupation Where Working

_____ _____ _____
Guardian's Name Occupation Where Working

School Information

Are you financially able to remain in school until graduation?_____

Is it necessary for you to contribute to your own support while in high school?_____

Number of brothers _____ Number of sisters _____

What prompted your interest in this program?

How do you spend your leisure time?

What high school subject do you like best? _____ Why? _____

What high school subject do you like least? _____ Why?_____

In what subject do you make your best record? _____

Do you intend to go to college? _____

How many days were you absent last year? _____

What subjects do you need to graduate? _____

Have you discussed this program with your parents? _____

Will you have to work your way through college? _____

Subjects and Grades Last Year

Subjects You Are Now Taking

Subject	Grade	Instructor's Name	Room No.

Subjects To Be Taken Next Semester
(Do not fill in)

_____

_____

Occupational Information

Are you interested in (a) getting a job?_____ or (b) training for future work? _____

If you have ever been employed, fill in the following; if not, list one or more persons other than relatives for character references.

Employer or Character Reference	Address	Date	Type of Work

In what type of occupation do you desire training? 1st choice_____
_____ 2nd choice_____ 3rd choice_____

I shall do my part in assisting my son/daughter to fulfill all obligations to the program, including regularity of attendance and maintaining of a satisfactory scholastic standing.

_____ _____
Parent's Signature Student's Signature

EXHIBIT III: SURVEY FOR NEW PROGRAM

PDE I_____, PDE II_____

1. Upon explanation to the student body, how many upcoming sophomores, juniors and upcoming seniors have you found who express an interest in the program for next year?

   _____Sophomores _____Juniors _____Seniors

2. Attach hereto or describe on reverse side information gathered from the business community and others relative to the employment opportunities and the interest of business and civic groups in the initiation of the program in the high school curriculum.

3. Do you have a person who possesses the educational and work experience requirements for initial certification?_____
   Name_____

4. Do you wish the State Department of Education to refer to you names of potential teacher-coordinators?_____

5. Will a classroom be available throughout the day for the use of the teacher-coordinator?_____

6. List the amount available for purchase of instructional materials. _____($10.00 per student per year recommended for new programs. $5.00 per student per year thereafter.)

7. List subjects, if any, outside the DE curriculum that the teacher-coordinator will be expected to teach._____

8. Could the teacher-coordinator report for duty on August 1 and attend the Annual Coordinators' Summer Conference?_____

9. Will financial provision be made for the reimbursement of the teacher-coordinator's (1) local travel expense, (2) travel to State Department of Education called In-Service Training Conferences (not to exceed two annually)?_____

   School_____

   Signature of Principal_____

   Signature of Director of Vocational Education_____

   or County Superintendent_____

   Date_____

EXHIBIT IV: SURVEY OF DISTRIBUTIVE EMPLOYMENT OPPORTUNITIES

Kind of Business_____ Date_____

Name of Firm_____ Address_____

Person Contacted_____ Phone_____

1. How many full-time employees do you have?_____ Part-time?_____
2. How many in each of the following categories?
   a. Sales: Full-time_____ Part-time_____
   b. Shipping & Receiving: Full-time_____ Part-time_____
   c. Stock, Marking: Full-time_____ Part-time_____
   d. Department Heads: Full-time_____ Part-time_____
   e. Others: (Designate)

   _____: Full-time_____ Part-time_____

   _____: Full-time_____ Part-time_____
3. How many replacements do you estimate you will need in the next year?

   _____ In which categories?____

   _____
4. Would you be interested in learning more about a program designed to train employees for your type of business? Yes_____ No_____
5. Would you be interested in learning more about the availability of instruction for your present employees? Yes_____ No_____

EXHIBIT V: SURVEY OF STUDENT INTEREST IN PROJECT DISTRIBUTIVE EDUCATION

(Explanation of program including purposes,
curriculum, and opportunities afforded)

1. Would you like to enroll in the PDE program? Yes_____ No_____

2. Name_____

3. Birth date: Month_____ Day_____ Year_____ Age_____

4. How many units will you have earned by the end of this school year?

   _____

5. List extra curricular activities such as band, football, chorus, etc.,

   you plan to pursue next year:_____

   _____

6. List occupations in which you are interested in receiving instruction:

   1st choice_____ 2nd Choice_____

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